



ELECTRONIC OR PRINTED BOOKS FOR READING: THE PREFERENCES OF TERTIARY-LEVEL STUDENTS IN BANGLADESH

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Abstract:

This study deals with the preferences of electronic or printed books for reading by tertiary-level students in Bangladesh. The development of ICT has significantly influenced students' reading habits with electronic books. Given this context, this study aims at explaining the preferences of tertiary-level students' reading habits for electronic or traditional books in the context of Bangladesh. This study is important for understanding the contributions of electronic books in the educational field of Bangladesh. The researcher followed mixed methods for this study. The researcher took semi-structured interviews with the participants all from the public and private universities of Bangladesh and also did a questionnaire survey. Moreover, both electronic and printed books have merits as well as demerits. However, findings inform us that young students tend to use e-books more than printed books. Students suffering from health problems use printed books more. On the contrary, more students use e-books as they can be read anytime, anywhere. Based on the findings, the researcher argues that e-books have not completely taken over the place of printed books yet. However, the use of technology has been increasing in the academic as well as professional fields of Bangladesh. Finally, some recommendations have been proposed in light of the research findings.

Keywords: electronic books, printed books, preferences, mixed methods, health problems, recommendations

1. Introduction

This chapter discusses the use of technology for reading skills especially, the utility of electronic and printed books in language classrooms. This study is about the influences of digital and printed books on the tertiary-level students of Bangladesh. Reading skill plays a vital role in our lives. In almost every sector including job, higher education, science and global communication because better reading skill is an unavoidable reality.

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Good English reading and writing capacities are indispensable. The readers can express their opinions in a convincing way through their English reading skills in their academic field and other spheres of life. Students face different kinds of challenges for instance: health hazards, lack of motivation and training, insufficient internet connection, etc. in English reading which can hamper their language learning process. These challenges are considered as the barriers to using digital books. Apart from electronic books, printed books too have some obstacles, for example, high cost, unaffordability, and difficulty to use in language classrooms. Moreover, the advantages of e-books and printed books will also be discussed in this study, for instance, read anytime, anywhere, one device, many books and others.

This study will help the learners to understand the importance of reading technology and paper-based materials. It will enable the learners to know the procedures by which they can develop their English reading skills. English major students do English reading activities inside and outside the classroom in which they share information with each other in English. Non-major students seldom get this opportunity. In the following sections, the researcher will explain the research objectives, how students use technological tools to improve their English reading skills and utilization of e-books and printed books in language classrooms in Bangladesh.

1.1 Research Objectives

The research objectives of this study are as follows:

- 1) To explain the reasons for using technology in reading.
- 2) To discuss Bangladeshi tertiary-level students' preferences for books (electronic or printed) in reading.
- 3) To analyze the utility of books (digital or traditional) during the Covid-19 pandemic.
- 4) To offer recommendations for including e-books in Bangladeshi classrooms.

1.2. The Use of Technology in Reading Skill

Reading, writing, speaking and listening are important skills through which students learn English language in both formal and informal settings. Among these four skills, reading is one of the essential skills through which learners can learn English language in a proper way. Tertiary-level students read various English novels, short stories, English newspapers for their own benefit. They learn different new English vocabularies and sentence structures by reading English books. Reading skill helps learners to upgrade their English language skill. It encourages the learners to think in English, improve their writing and enhance their English vocabulary. Through reading, learners can acquire other skills, for instance, skimming, scanning, note-taking and memory retention (Hashim & Aziz, 2021). Besides traditional reading, students can read different English books, newspapers and magazines through technological tools. Teachers and students use technological devices, for example, smartphones, laptops, and multimedia projectors for reading prescribed books for academic purposes (Qizi, 2021).

During the Covid-19 period, teachers used Zoom, Google Meet applications to share various English books and journals to their students during online classes. According to (Hashim & Aziz, 2021), teachers-students have used various electronic applications for instance, Messenger, WhatsApp, Google Classroom and Google Meet, especially during the pandemic situation. Students-teachers are still using these applications for English language teaching and learning. Other skills are related to reading skills. For example, when we read English storybooks or novels we can learn new English vocabulary, and sentence structures which are essential to develop our English language skills. Moreover, through reading learners can explore the beauty of language. For instance, when learners read J.K. Rowling's "Harry Potter" series, they can indulge themselves in the world of fantasy. Students can learn writing styles, sentence structures, and vocabulary by reading these books. Some learners prefer to read books through electronic media but others become satisfied with printed books. In the following section, the researcher will explain the general ideas on E-books and printed books.

1.3. Electronic and Printed Books in Language Classrooms

Digital books help learners to upgrade their language learning process. Students can read electronic books in an interactive way. Tertiary-level students feel free to use electronic books both inside and outside the classroom. Some learners use electronic books as supplementary reading materials besides printed books. Teachers also use electronic books and journals as teaching materials inside the classroom through the internet-multimedia projector. Through electronic books, students can find any grammatical rules, sentence structures and the meaning of unknown English words within a short period of time. According to Embong, Noor, Hashim, Ali & Shaari, (2012), electronic books enhance students' learning process because these books are easily accessible. Language learners can use digital books (Pdf format) through smartphones if they do not bring printed books inside the classroom for reading purposes. Therefore, we can say that, electronic books are important for learners to facilitate their learning.

In the last ten years, the use of digital books in classrooms has become popular for the expansion of technology (Embong, Noor, Hashim, Ali & Shaari, 2012). Electronic books create a friendly environment inside the classroom. After reading electronic books students share information with each other in the class discussion. Moreover, some students use electronic books as secondary resources. For example, when researchers conduct research, they need to look at the prior studies on that particular issue. For this reason, they take help from different digital websites from which they can download their needed articles or journals. Besides, electronic references they also use printed books as their resources in their research paper. On the contrary, we can see the use of printed books as the primary study materials inside language classrooms.

Printed media is the oldest form of communication. In the traditional teaching system, teachers-students prefer to use printed books for teaching-learning. In developing countries, where technological facilities are unavailable, students are still using printed textbooks (Sharma, 2019). Teachers who adopt Grammar Translation

Method (GTM) for their students use printed books, and journals as their teaching materials because in GTM the complete focus is on reading and writing. Teachers-students need to carry heavy printed textbooks to their classrooms. In addition, finding information from printed textbooks is a lengthy process for learners. Despite having some difficulties, some students prefer reading printed books, journals, and newspapers because they think that, information from printed media is more trustworthy than electronic media (Qayyum & Williamson, 2014). Reading printed books is also good because it improves our memory. In what follows, the researcher will briefly explain the conditions of digital and printed books in Bangladesh.

1.4. Bangladeshi Context

In a developing country like Bangladesh, the conditions of digital books need to be improved. Tertiary-level students of Bangladesh do not have enough knowledge of electronic books. Learners from rural areas of Bangladesh, cannot afford expensive devices, for instance, smartphones, laptops, and tablets, and for this reason, they prefer printed books as their study materials. On the contrary, in Dhaka city, a good number of private and public university students use electronic books for their academic purposes because they have enough knowledge of the use of technology. English language teachers in Bangladeshi colleges and universities use electronic books, articles, and newspapers inside the classroom to teach various components of the English language. Quite a good number of public and private university students of Bangladesh use smartphones and desktop computers for e-book reading (Rahman, 2016). Not only prescribed books but also Bangladeshi people do recreational reading through digital books and gather knowledge on different things.

Bangladeshi people have a positive attitude towards the English language because it is an international language for global communication. Students who are weak in reading English novels, story books, and newspapers, read these from electronic media and learn English words, and sentences that they use for their academic activities. In private university classrooms, teachers use electronic books, journals, or articles with enough internet connection if it is needed for their students. The Bangladesh Open University has introduced electronic books in Bangladesh (Rahman, 2016). In this context, the study will explore students' preferences for reading electronic or printed books, the form of books students preferred to read during pandemic situations, and finally, it will offer some suggestions on how digital books can be implemented in Bangladeshi classrooms in a better way.

2. Literature Review

This chapter represents existing literature on the condition of digital and printed books in various contexts including Bangladesh. This chapter also explains the information gap in the existing articles.

2.1. The Use of Electronic and Traditional Books in Various Countries

Reading electronic books can make the students active in the classrooms because of their enriched features. Through reading digital books, newspapers, story books students can get fascinating learning experiences. In the context of India, the use of e-books is not gaining that much momentum (Ramaiah, 2012). Ramaiah (2012) conducted research on the use of e-books in India and he surveyed a range of professionals including teachers, research scholars and professors. Among these respondents, 90% own PC where they read books, newspapers and journals. Piramanayagam & Seal (2020) also conducted another research on the students and teachers from a private university located in India. The results of this study showed that teachers and learners of that university mostly prefer to read printed books as it is easy to read. Indian teachers-students think that traditional books are convincing for underlining important information but their intention of using printed books in the future is low (Piramanayagam & Seal, 2020). Both teachers and students in Indian context need to have enough experience of using electronic books both inside and outside the classroom.

Seal & Piramanayagam (2020) did a comparative study on Indian students' choice between e-books and printed books. The students prefer printed books to digital ones because they do not face health problems while reading printed books. They are more interested in using printed books than electronic books for their future academic and professional purposes. Moreover, Indian teachers have the intention to use digital books inside the classroom because they want to increase the technological competency of the students (Seal & Piramanayagam, 2020). Electronic books can make the classroom environment interactive one. Students will become attentive if Indian teachers use digital materials for their class lectures. 48% of Indians use the internet almost every day (Ramaiah, 2012). If Indians know the benefits of the internet, they can easily use the internet for their digital book reading. For this reason, sufficient internet is essential for e-book readers. Indian digital book users are hopeful that in the future Indian people can read digital books through various platforms (Ramaiah, 2012). Moreover, students from Turkey also use digital books for reading.

According to Bozkurt, Okur & Karadeniz (2016), the dominant feature of the electronic book is read anytime, anywhere. The researchers did this research on the post-graduate students of Turkey. Of the affordability of electronic devices, young students can read digital books in both formal as well as informal settings. Therefore, most of teachers from various countries including Iran encourage their students to read digital books for some certain advantages. Iranian students also read online books everywhere on their smartphones. They prefer to use pdfs inside the classroom. Moreover, Malaysian teachers and students do not have enough knowledge of the use of electronic books for their academic purposes. For this reason, not only the Malaysian government but also the authority of other countries try to arrange special training for teachers and students so that they (teachers and students) can use technological platforms appropriately. Apart from these countries, Indonesia, Nepal and also Bangladeshi teachers and students use electronic books for reading.

2.2. Digital Books in Bangladesh

Digital Bangladesh is a catch-all slogan of the present government of Bangladesh. All educational, economic, and official activities of the country are being carried out by computer. In the educational field of Bangladesh, we can see the rapid use of computer-based technologies. In public and private universities of Bangladesh, teachers-students are still using various electronic means which facilitate their teaching-learning process. Students especially use digital books, journals, and articles for relevant information which they can use in their examinations, assignments or class discussions. Moreover, in schools and colleges of Bangladesh, we can see teachers still follow traditional teaching methods as some instructors only rely on printed books.

According to Edwards (2013), some people labeled digital books as the death of traditional reading materials. In the context of Bangladesh, tertiary-level students use electronic books as well as technology-based applications for language learning. Reading comprehension is a good way to practice the English language for Bangladeshi students (Hashim & Aziz, 2021). Digital books encourage learners to read English-prescribed and recreational books with more enthusiasm. Mondal & Bhatt (2022) conducted a research on the postgraduate students of Athens International University which is a renowned private university of Bangladesh. Out of 98 sample students, 66 are male and 32 students are female students. The percentages of male and female students in this study are 67.35% and 32.65%. In this study, they found that 79.59% of students prefer reading electronic books, and 61.22% of learners from Athens International University use their smartphones for digital book reading. 73.47% of students spend 1-2 hours reading electronic books. Mondal & Bhatt (2022) also identified that students from Athens International University (77.55%) mostly use digital books for their research/project works. From electronic books, learners find authentic information for their research work. On the contrary, if we see the scenario in public universities of Bangladesh, university authorities do not have enough access to produce digital books for the students. Rahman (2016) conducted research on 14 public universities in Bangladesh and he found that 61.54% of public university student-teachers face obstacles to using relevant technological tools for the lack of knowledge and training opportunities. 92.31% of students stated that they have enough printed books in their libraries, for this reason, public university students feel more comfortable with printed books than digital books. Other public university students who have the ability to purchase electronic devices can read digital books, newspapers, journals and articles easily by downloading them from different websites. Rahman (2016) in his study also shows that students from 28 sampled public and private universities of Bangladesh use their smartphones as their e-book reading devices and a very low percentage of Bangladeshi tertiary-level students use tablet computers for reading English digital books. Moreover, in Bangladeshi rural areas, teachers and students do not have the ability to buy electronic devices because of their economic insolvency. For this reason, they prefer printed books over digital books. In the following section, the researcher will discuss the problems students face while reading digital books.

2.3. Health Problems

Students need to take care of their health besides their studies. They can concentrate on their studies if they (students) remain fit and fine. According to Liaw & Huang (2014), if students use e-books regularly they may face headaches and eyestrain problems. Apart from these problems, students who have migraine issues prefer to read printed books instead of digital books. Seomun, Lee, Kim, Im, Kim, Park & Lee (2013) conducted a study on sixth graders (17 male and 23 female students) who used electronic textbooks for their academic purposes. The participants are all drawn from the schools of South Korea. In the interview session, students explained their health problems while reading digital books. One respondent asserted that he faces back pain problems while reading electronic books in front of the computer. If students sit in front of the computer for 2-3 hours they can face this problem. In addition, another female participant mentioned that for the heat coming out from the computer her face and the inner sides of her arms feel dry and itchy. Therefore, Srirahayu & Premananto (2020) did research on the digital natives in Indonesia. 42% of Indonesian natives stated that digital books can affect students' eyes if they look at the computer screen for a long time. Sharma (2019) conducted a study on 798 Bachelor of Business Studies first-year students from a renowned university in Nepal. The results showed that most of the students (67.9%) preferred printed over digital books because of some health issues, for instance, eye-sight problems, back pain, headache and migraine issues. Apart from health-related problems, students also face some psychological problems while reading digital devices for reading.

One male student said that he gets nervous and anxious when the computer has an error or the monitor/keyboard stops working. It becomes a frustrating experience for students when their computer does not work while doing their academic assignments. The male respondent also added that he puts his face down on the desk when he cannot concentrate on his online activities (Seomun, Lee, Kim, Im, Kim, Park & Lee, 2013). While teachers take their classes, some students secretly remain busy browsing Facebook. This can be a cause of distraction during ongoing class lectures. Moving on to the next section, the researcher will explain the summary of the literature review.

2.4. Summary of Literature Review

It appears from the above literature that electronic and printed books largely help tertiary-level students to facilitate their learning process. Academic research on the utility of digital and printed books is inadequate in the context of Bangladesh. The review reveals that Bangladeshi students use online applications for language learning and through reading, they are gradually improving their English language skills. Most of the Bangladeshi tertiary-level students prefer to read digital books and they use their smartphones for book-reading purposes. In the Bangladeshi context, public university students feel easier with printed books than electronic books because they do not have sufficient knowledge of the use of technology. In addition, Bangladeshi public university students do not have enough technology-based training opportunities and for this reason, they face problems with using technological tools inside and outside the

classroom. Apart from Bangladesh, the researcher also reviewed some articles on the use of digital and traditional books by tertiary-level students in the context of other countries, for instance, India, Nepal, Malaysia, Indonesia, and Turkey. Some obstacles students may face while reading e-books are also highlighted in the literature review section.

2.5. Research Gap

None of the literature reviewed above touched on some essential issues, for example, students' preferences for books (electronic or printed) during the Covid-19 period, some important reading strategies (skimming, scanning, and note-taking through digital books), partial or full book reading, and students' experiences of reading digital books as their secondary resources besides printed books. This study will investigate the preferences of tertiary-level students in Bangladesh for reading digital or printed books and the challenges they face while reading those books. In the articles reviewed above, the researchers related to the reviewed research work mostly followed the quantitative method but in this study, the researcher will follow mixed methods. The researcher will follow this method to get detailed insights from the participants as well as numerical information to understand the research problem. The strengths of one type of data often reduce the limitations of the other. For this reason, the researcher chose mixed methods to make the study authentic. In addition, none of the articles reviewed above introduced any theoretical framework for the use of technological tools in English reading. In this study, the researcher related her findings to a new theoretical framework called "TPACK" model.

3. Methodology

This chapter discusses the research method and the data collection process of this study. In this section, the researcher explains the method used to conduct this research. The information about the respondents and the instruments has been mentioned in this chapter. Moreover, the researcher mentions the ways she followed to collect data for this study.

3.1. Research Design

In conducting the research, the researcher followed mixed methods to collect data. According to Creswell (2014), in a research if the researcher first collects qualitative data and then collects quantitative information, that is considered an exploratory sequential mixed method design. The purpose of following this design is to collect qualitative data to explore the phenomenon and then collect quantitative data to explain the relationships found in qualitative information. In this study, much weight has been given to qualitative data. Quantitative data plays a secondary role in supporting qualitative data. This research is based on detailed information given by the student respondents. Students shared their own opinion about how they use digital and traditional books for their academic purposes and the challenges they faced while reading those books. The

researcher chose the inductive approach for this study. The purpose of using an inductive approach is that this approach can generate reliable and valid findings by scrutinizing qualitative data and the inductive approach is easier than other approaches in analyzing qualitative data. (Thomas, 2006). The researcher collected participants' opinions through semi-structured interviews to collect detailed information. After collecting qualitative data, the researcher collected quantitative data from the participants. Moreover, the following section will highlight the research questions of this study.

3.2. Research Questions

- 1) Which form of the book for reading is preferred to tertiary-level students in Bangladesh?
- 2) How have the students read books during the Covid-19 pandemic?
- 3) What can be done to enhance the use of technology in reading?

3.3. Participants

Choosing an appropriate sampling technique is essential for conducting a research. Purposive homogenous and snowball sampling techniques were adopted for the study. According to Patton (2015), in the purposive homogenous sampling technique, the researcher selects cases that are very similar to study the characteristics they have in common. The researcher must choose participants with similar characteristics. The researcher chose homogenous sampling technique because the main criterion of selecting participants was to choose Bangladeshi students who used electronic and printed books both in formal and informal settings. The reason behind choosing this criterion is that if the students used digital or printed books they could answer the interview questions related to digital or traditional books. Other criteria were: (b) the students must be from private and public universities where the medium of instruction is English (c) their age range is 19-25 (d) they are from Bangla medium background and (e) they must be willing to be a part of this study. For the reasons mentioned above the participants are suitable for this research. Most of the participants are from Bangla medium backgrounds. In addition, the researcher selected the snowball sampling technique for this research. Researchers use snowball sampling when it is difficult to reach to the expected population for this study (Anieting & Mosugu, 2017). Digital books are well-known reading platforms for Bangladeshi students. For this reason, the researcher followed the snowball sampling technique. The researcher first posted in different Facebook groups whether students used electronic books at least twice for reading prescribed or other recreational books. One student responded to the post first. Then, the researcher contacted the student via messenger and asked him/her whether he/she was free for the interview session. After getting her permission, the researcher took the contact number of another student who used electronic or printed books for academic purposes. Thus, the researcher could manage thirty participants for the interview. Besides the qualitative method, the researcher also used the quantitative method. The tables are given below:

3.4 Demographic Information of the Respondents for the Survey

Table 1: Gender of the respondent

Gender	Number (percentage)
Female	47 (58%)
Male	34 (42%)
Total	81 (100%)

Table 2: Respondents' institution/university

Type of University	Female	Male	Total Number (percentage)
Private University	29	24	53 (65%)
Public University	18	10	28 (35%)
Total			81 (100%)

Table 3: Education level/grade of respondent

Level of Education	Female	Male	Total Number (percentage)
Post graduate student	18	12	30 (37%)
Undergraduate student	29	22	51 (63%)
Total	47	34	81 (100%)

For the questionnaire survey, the researcher got 81 responses. Among 81 (100%) students 47(58%) are female and 34(42%) are male students. Moreover, private university students (65%) are more than public students (35%) in this study. In addition, 63% of students are undergraduate and 37% of students are postgraduates in this research.

3.5. Instruments

Interview technique and questionnaire survey were used by the researcher to collect the data. According to Bolderston (2012), researchers take face-to-face qualitative interviews by listening and gaining information from participants. There are different kinds of qualitative interviews. Among those interviews E-mail or internet interview is a prominent one. Semi-structured interviews can be taken through electronic devices which include e-mail, instant messaging, video-conferencing and others. The researcher took semi-structured interviews of thirty participants from renowned private and public universities of Bangladesh through Zoom application. The researcher made ten open-ended interview questions for the participants. In qualitative interviews, researchers ask topic-related questions and note down their answers (Creswell, 2012). This instrument will make this research reliable. In addition, the researcher made a questionnaire for the participants to collect quantitative data. Ahmad, Wasim, Irfan, Gogoi, Srivastava & Farheen (2019) stated that the quantitative method helps researchers to study psychological, social and economic processes through the investigation of numeric patterns. The researcher included sixteen close-ended questions in the questionnaire for the students.

3.6. Data Collection Procedure

After making ten interview questions the researcher did a pilot study. The researcher piloted the interview questions with three participants Rahim, Nashrah and Antonio (pseudonyms). The researcher chose these three students because these students did their thesis by using qualitative methods in their postgrad level and had good knowledge on the patterns of interview questions.

Harding (2013) mentioned that if the researcher pilots the interview questions, he/she can get the opportunity to change ambiguous questions. Therefore, among thirty participants ten participants did not want to give face-to-face interviews via Zoom meeting because of their hesitation to speak in English. For this reason, the researcher took their interview via e-mail. According to Creswell (2012), researchers send open-ended questions to the respondents through their e-mail by using internet facilities. The researcher sent the interview questions to the participants via e-mail and the participants replied.

The researcher then noted down their answers. The rest of the participants gave their interviews via Zoom meeting. One-on-one interviews are good for those respondents who can speak without any hesitation (Creswell, 2012). The researcher did a member check to develop the validity and credibility of the study at the last stage of the data collection process (Carlson, 2010). After collecting information through semi-structured interviews, the researcher started to collect quantitative data. The researcher posted the questionnaire in various Facebook groups. 81 tertiary-level students filled up the Google Form and submitted their answers. From the Google Form, the researcher got the numerical information.

3.7. Interpretation of Qualitative Data

Qualitative thematic analysis is a method that is used to analyze qualitative data in this research. Thematic analysis is a process that identifies, analyzes, describes and presents themes within the discussion part. (Braun & Clarke, 2006). The researcher used NVivo software for qualitative thematic analysis. The researcher adopted the data analysis framework proposed by Braun & Clarke (2006) which consists of six steps. These steps are mentioned below:

A. Familiarization with Collected Data

In this phase, the researcher read the transcript or listens to video recordings to become aware of the information. She read the answers to the interview questions thoroughly.

B. Generating Initial Codes

This phase scientifically analyzes data through codes. Qualitative coding helps the researcher to effectively classify the excerpts of the qualitative data (Savage, 2000). The researcher tried to find out interpretive codes from the answers.

C. Searching for Themes

After coding data, the researcher searched for similar codes to generate themes. King (2004) stated that predefined codes need to be identified first. The researcher found major themes from similar codes.

D. Reviewing Themes

Themes need to have a connection with coded data. Then, the researcher reviewed the coded data to find coherence with themes. (Braun & Clarke, 2006).

E. Defining and Naming Themes

In here, the researcher gave names to each of the themes. She gave enough time to name the themes. King (2004) suggested that before finalizing themes it needs to be evaluated at least twice. After evaluating the data and codes the researcher finalized themes of the study.

F. Producing the Report

After establishing themes, the researcher began to write the final report. (Braun & Clarke, 2006). Thorne (2000) encouraged researchers about the need to develop the findings in a systematic process that will make the results believable.

3.8. Ethical Considerations

The ethical issues of the study were taken into account before collecting data for this study. Before taking the interview, the researcher asked for permission from the participants. To gain support from the participants, the researcher needs to convey to the participants that they are participating in a study and inform them of the purpose of the study (Creswell, 2012). The researcher asked for the permission of the participants through messenger chat and told them the purpose of the research. In addition, the researcher used pseudonyms of the participants in this study.

4. Theoretical Framework

Mishra and Koehler (2006) developed TPACK (Technological Pedagogical Content Knowledge) as a theoretical framework for teachers to successfully incorporate technology. TPACK consists of three major components. These components are technological pedagogical knowledge (TPK), pedagogical content knowledge (PCK), and technological content knowledge (TCK). In the following section, the researcher will present the TPACK model through a Ven diagram and explain how this framework is related to the use of digital and traditional books in both formal and informal settings.

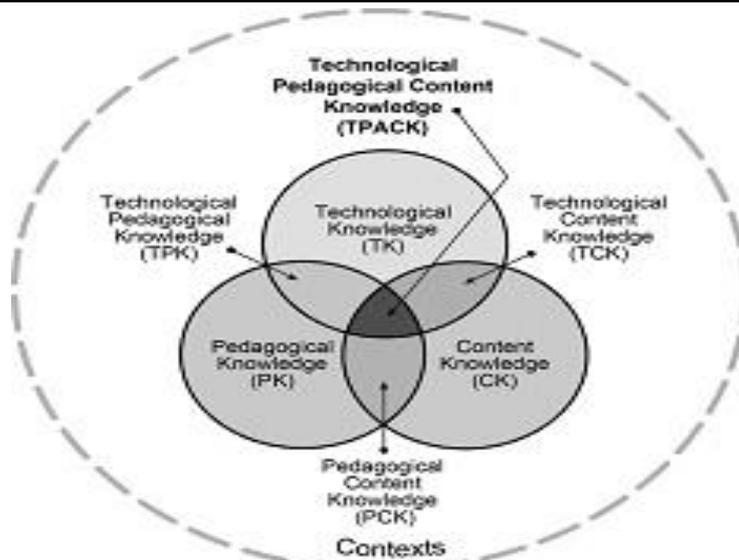


Figure 1: TPACK model

4.1. Components of the TPACK Model

4.1.1. Technological Pedagogical Knowledge (TPK)

Technological pedagogical knowledge refers to how different technological tools can be used in teaching. Teachers can use various technological components for different skills. For example, for listening, teachers can use YouTube videos inside the classroom, and for reading skills, teachers can use Pdf readers for their students. Not only in the classroom but also teachers-students can use different new electronic platforms at their home for language learning. Though online platforms can be used outside the classroom TPK only focuses on the integration of technological aspects inside the classroom. According to Koehler and Mishra (2009), teachers can use creative and advanced technological tools inside the classroom which can expedite students' learning and understanding process. Moreover, among the four language skills reading skill is a prominent one. According to Rashid, Hui & Islam (2021), reading is one of the basic skills in English language. The reading process requires getting meaning from the printed texts. There are two types of reading. Extensive reading refers to when students read a long text for a long period of time and intensive reading is when learners read short texts in order to extricate specific information. Apart from intensive and extensive reading, quick and slow reading are also included in the types of reading. Moreover, teachers need to use various electronic platforms for reading inside the classroom for the development of students' language skills.

Teachers cannot use long texts for the students as their study materials inside the classroom for limitations of time. Therefore, we can say that intensive reading is more focused inside the classroom so that students can get their required information quickly. Teachers generally use Pdfs of books for their lectures. They click on the computer screen and find specific information within a minute which they can present in front of their students. To find or download their course books (Pdf) enough internet connection is also essential. Teachers need not to bring printed books into the class if university authorities

provide enough technological facilities inside the classroom. Not only teachers but also learners can use Pdf readers for intensive reading inside the classroom with their teacher's permission. On the contrary, in informal settings, student-teachers can use technological aspects as well as printed books for extensive reading. They can download applications, for instance, Pdf readers, Kobo Books, Pocket Book Readers, etc. for reading digital books. Therefore, learners may prefer printed books for extensive and electronic books for intensive reading both in formal and informal contexts.

4.1.2. Technological Content Knowledge (TCK)

Content knowledge refers to knowledge of a particular subject. Technology and content knowledge are connected with each other. Koehler & Mishra (2009) asserted that the invention of digital computers has changed the nature of physics and mathematics. Teachers need to understand which specific technologies are convenient for specific subjects, for instance, English, physics, or chemistry (Koehler & Mishra, 2009). Tertiary-level students from English departments who are studying applied linguistics-based courses read specific books on syntax, semantics, phonology, etc.. Not only students but also teachers from the linguistics stream need particular books as their study materials. Teachers use Pdfs for their required books on phonology. Some teachers are comfortable with printed texts. They share information about various sounds and symbols from printed texts and instruct their students to follow written IPA charts. Teachers-students who are advanced in using technology can use technological applications for reading particular subject-related books, for example, physics, chemistry, biology or English. Therefore, if teachers want to use digital books on syntax as their study materials inside the classrooms they should have digital literacy and content knowledge simultaneously.

4.1.3. Pedagogical Content Knowledge (PCK)

In simple words, pedagogical content knowledge means teaching a particular subject. Trained teachers can find various techniques through which they can represent information in front of their students. According to Koehler & Mishra (2009), instructors teach different subjects and find multiple ways to represent them. Teachers adopt communicative materials to make their teaching more appealing to their students. For example, in an English language teaching classroom reading, writing, speaking and listening, these four skills that are really important for the students to develop their English language skills. In the reading class, teachers can use the multimedia projector to show specific books and find specific from those books and journals quickly. Students who do not feel comfortable with digital screens use traditional texts for classroom reading. Therefore, in writing classes, teachers can use YouTube videos for writing lessons which can help the students to learn various writing skills. Besides adopting technological means, teachers can use printed texts for teaching particular subjects but it will not be an interactive class if teachers adopt traditional techniques for teaching. Apart from using technology, teachers can implement group works, pair works, and problem-solving and creative tasks on a specific subject for the students to facilitate their learning

process. Now the application of TPACK model will be discussed in the Bangladeshi context.

In Bangladeshi urban and rural areas, there are many schools and colleges where teachers follow traditional teaching methods. In the traditional teaching method, teachers only follow printed books and do not give opportunities to the students to participate in classroom discussions. Students who have enough digital literacy can use electronic tools for their academic purposes. Some students learn by themselves and others take training from the ICT-based institutions on how to operate technological tools. On the other hand, many teachers-students from the rural areas of Bangladesh do not have enough opportunities to make themselves up-to-date in using technological tools because they do not have the ability to afford the expenses of computer laptops. Not only that, teachers are not trained enough and do not have digital literacy in the schools and colleges of rural areas in the context of Bangladesh. Most of the teachers from Bangladeshi rural areas are still following traditional teaching methods and the students are getting used to it. Schools, colleges, and university authorities can provide essential technological facilities but the rural areas are still lagging behind. The reason behind this is a lack of well-trained teachers in Bangladeshi schools, colleges, and universities. In addition, ICT-based sessions are lesser in rural than in urban areas in Bangladesh. Therefore, the TPACK framework can be applicable if our government takes the necessary steps to increase digital literacy in both urban and rural areas of Bangladesh.

4.2. Negative Sides of the TPACK Model

The TPACK model also has some disadvantages as opposed to advantages. It has some negative effects on tertiary-level students. Tertiary-level students need various technological tools for their academic or professional purposes. However, too much use of technology can also hamper their studies by distracting their attention. For instance, some teachers may give permission to their students to use Pdf books inside the classrooms. Students sometimes keep themselves busy on Facebook or messenger chatting instead of reading books which creates distractions for both teacher and students. Using too many electronic platforms can create serious health issues for learners. According to Raja & Nagasubramani (2018), extravagant use of online chatting hampered the English writing skills of students. In addition, dependence on technological tools increased the incidents of cheating in academic examinations. For example, students can write formulas of mathematics on a digital calculator or they can use other electronic means for adopting unfair means in their academic examinations. Apart from learners, teachers also face obstacles in their teaching process.

Training is essential for teachers in their teaching process. In training moral aspects of the use of technology can be addressed. Without proper training, teachers cannot implement interactive activities for students. If teachers are not trained enough, it might happen that, teachers are unable to handle the tasks inside the classroom. Therefore, if course materials need expensive technological tools, that course is not usable for learners (Nation & Macalister, 2010). On the contrary, digital literacy is also essential

for both learners and instructors. If teachers do not have proper knowledge of the use of technology, they can face trouble in their teaching process because at that time they have to rely only on teacher-centered teaching methods through which students will not get enough benefits. Besides, digital literacy, competence in a particular subject is important for teachers. For example, if a teacher is efficient in physics he/she will not be able to teach Bengali to his/her students. Therefore, content knowledge is necessary for instructors to make their teaching more informative to their students. In the next section, the researcher will discuss the findings of the research thematically supported by numerical information gathered from the questionnaire survey.

5. Findings and Discussion

In this chapter, the researcher will thematically present the findings of this study from the semi-structured interview. Interview insights will be supported by numerical information gathered from the questionnaire survey. In this study, the advantages of digital books can be analyzed by the disadvantages of printed books and vice versa.

5.1. Influences of Electronic and Printed Books during Pandemic

During the Covid-19 pandemic, it was difficult for students to go outside for any reason. For this reason, they have to rely on electronic devices to read prescribed or recreational books. Only one female student among 30 interviewed students stated that she preferred to read printed books during the Covid-19 period because of her health risk. She managed to go outside by wearing safety masks to buy printed books. Some students prioritized printed books over electronic books because of some health problems, for example, eye-sight problems, back pain and migraine issues. On the contrary, the questionnaire survey ran on 81 students shows a different scenario. The researcher asked a question about the form of books that students preferred to read during the pandemic period. 66.% of students gave a positive response to reading electronic books during the Covid-19 period. 31% of students prioritized printed books over digital books for reading during the pandemic period. A female student who is currently doing her Master's in ELT said that, during the lockdown period it was not safe to go outside and buy hard copies of books from the bookshops. For this reason, she downloaded electronic books from the internet for her reading. She mostly used Pdf versions of digital books during the pandemic time. The concern for spending money on buying printed books has been an add-on factor for the preference of reading electronic books. The table mentioned below presents this scenario:

Table 4: Forms of book read during the Covid-19 period

Which form of book you have read during Covid-19 period?	Gender		Total Number (percentage)
	Female	Male	
Online books	34	20	54(66%)
Printed books	13	12	25(31%)
Others		2	2 (3%)
Total	47	34	81 (100%)

One male student from a public university in Bangladesh mentioned that it is difficult to buy original copies of books because of their high cost. Therefore, during the pandemic period, he always preferred digital books as his study material which are less costly than printed books. During the pandemic, most of the readers preferred to read printed books due to some health issues and high costs. Moreover, learners read electronic or printed books by following various strategies. Moving to the next section the researcher discusses some of the reading strategies used by the respondents through digital and traditional books.

5.2. Book Reading Technologies and Strategies

There are various innovative reading techniques that students can implement for effective reading. Among those techniques, skimming, scanning, and note-taking are the most important strategies for English reading. For Bangladeshi tertiary-level students, these techniques are new but some students have knowledge about these strategies. In the survey, the researcher asked questions about the implementation of these techniques. 38% of students answered that they sometimes read books through the skimming technique.

However, 31% of Bangladeshi tertiary-level students always read books through the skimming technique. The same percentage of students said that they have not read books through skimming techniques. In addition, scanning is also considered a reading strategy through which learners read quickly to find specific information. 54% of students mentioned that they sometimes read books through scanning techniques to find any specific information which is important. 24% of students answered that they do not have knowledge about scanning strategy in reading and 22% of students stated that they read books through scanning strategy. The results are given in the following tables:

Table 5: Relations between gender and reading the electronic books through the skimming technique

Do you read electronic books through the skimming technique?	Gender		Total Number (percentage)
	Female	Male	
No	14	11	25 (31%)
Sometimes	17	14	31 (38%)
Yes	16	9	25 (31%)
Total	30	51	81 (100%)

Table 6: Relations between education level and reading the electronic books through the scanning technique

Do you read electronic books through the skimming technique?	Education level		Total Number (percentage)
	Postgraduate student	Undergraduate student	
No	5	14	19 (24%)
Sometimes	15	29	44 (54%)
Yes	10	8	18 (22%)
Total	30	51	81 (100%)

Table 7: Do you take marginal notes while reading printed books?

Do you take marginal notes while reading printed books?	Number (percentage)
No	13 (16%)
Sometimes	22 (27%)
Yes	46 (57%)
Total	81 (100%)

Table 8: Do you read selected pages of electronic/printed books?

Do you read selected pages of electronic/printed books?	Number (percentage)
No	11 (13%)
Sometimes	24 (30%)
Yes	46 (57%)
Total	81 (100%)

Moreover, reading electronic books is not easy enough for learners because of some serious health problems. For this reason, some learners read selected pages of digital books. From the survey, the researcher found that 57% of students read selected pages from electronic books which is convenient for them. Therefore, when students read any text, they try to take marginal notes so that they can understand the main ideas of that text clearly. From the questionnaire survey, the researcher found that 57% of Bangladeshi tertiary-level students take marginal notes while reading printed books. Another participant who is a student of the English department at a public university in Bangladesh stated that he is more comfortable with printed books than electronic books because he can touch paper-based books. He also added that printed books are making his reading easy to handle and he always takes marginal notes to make his reading and understanding even better than before. Moreover, students use various websites for reading digital books, articles or journals. In the questionnaire survey, the researcher asked a question to the students to mention the names of the websites that they use for book reading. The names students recognized are, www.pdfdrive.com, amazon.com, and free-eBooks, Adobe Acrobat. These websites are very useful for students to find and read required digital books, articles or journals. A participant from a private university of Bangladesh stated that teachers mostly use multimedia projectors and internet access for reading digital books inside the classroom. Bangladeshi teachers-students mostly prefer

Pdf formats of digital books for reading. He also added that apart from students, aged readers mostly prefer printed books for any academic or recreational reading for their enjoyment. Reading electronic and printed books has some advantages and disadvantages. In the following sections, the researcher represents both sides.

5.3. Advantages

5.3.1. Read Anytime, Anywhere

There are various advantages of electronic books which encourage learners to read these books. Digital books are flexible as students can read e-books in formal as well as informal settings. Moreover, in Bangladeshi private universities, we see that teachers permit their students to use Pdf format of books to read inside the classroom. Among 30 students, one who is a male student from a private university in Bangladesh mentioned in the interview session that, his university has a separate library for books and articles. He prefers to read electronic books because he does not have to buy textbook hard copies from bookshops or borrow them from the library and renew them every week. He can read digital books by using his smartphone at home with sufficient lights. From this excerpt, we can say that digital books can be read anytime, anywhere by using digital devices, for instance, a laptop or smartphone. In the literature review section, the researcher stated that Mondal & Bhatt (2022) conducted a study in which they highlighted that, 61.22% of students from Athens International University of Bangladesh use their smartphones for reading electronic books. From my perspective, I think that, through smartphones, students can read digital books easily. In addition, another female student from a public university in Bangladesh mentioned that electronic books are easier to carry than printed books because students can access to their required books by using the internet through their smartphones quickly. Besides taking semi-structured interviews, the researcher did a questionnaire survey with 81 students.

The researcher asked a question about the most important benefit of using electronic books and most of the students answered that they can read digital books anytime, anywhere. 60% of students from different public and private universities in Bangladesh answered read anytime, anywhere. The rest of the students answered other options. Bozkurt, Okur & Karadeniz (2016) in their study asked Turkish post-graduate students about the dominant feature of online books. Most of the participants answered that the top feature of the electronic book is anytime, anywhere access which the researcher mentioned in the literature review section. On the contrary, printed books are not easy to carry because of their heavy weight of books. Another male student from a private university in Bangladesh asserted that a disadvantage of reading printed book is that, some of them can be heavy and difficult to carry and read. On the other hand, smartphones are not generally heavy to carry in various places. In the following sections, the researcher will explain other merits of digital and traditional books.

5.3.2. One Device, Many Books

Electronic books are portable which students can carry them anywhere if they want. Bangladeshi students mostly use smartphones for academic or other purposes. Students find Pdfs easier than other formats to use. From the questionnaire survey, the researcher found that 59% of Bangladeshi students use their smartphones for reading digital books. On the contrary, one participant said that he uses his laptop computer while reading digital books. Another female participant mentioned in the interview session that she can download many English books and articles on one smart device by using the internet. Only 20% of students answered that the most important advantage of using electronic books is one device, many books. Another respondent from the interview session mentioned that it is possible to check a great number of books when we have access but to read many printed books at a time needs a large table and it might create a mess. By using one smartphone and the internet, students can read many books and articles from different sources.

On the contrary, if we think about printed books, we have to take hard copies of printed books in class which is not easy to take. For this reason, some teachers allow their students to use Pdfs inside the classroom for extensive reading. Another female respondent mentioned in the interview session that printed books are heavy enough to carry inside the classroom and sometimes students cannot find important information for printing mistakes. Moreover, there is another feature of digital books which fascinates learners to use Electronic books.

5.3.3. Easy To Use in Language Classrooms

Teachers can easily use electronic books inside the classroom by using the internet. They use various communicative tools for their students to facilitate the students' learning process. In Bangladesh, well-trained and skilled teachers make their classes interactive by using different technological aspects. In the interview session, one participant said that in universities, especially private universities in Bangladesh, teachers try to use electronic books because digital books are free of cost and teachers do not face difficulties to carry those books. Teachers-students need to make their teaching-learning process flexible through the use of technological tools. In Bangladesh, not all teachers are well-trained. Teachers from schools and colleges are not competent enough in using technology. A participant from a public university in Bangladesh stated that most of the teachers prefer traditional teaching materials which students can see and touch. Students can find authentic information in hard copies. Moreover, teachers can use blended teaching materials. They can use both of the materials, for instance, a teacher can use a whiteboard to show something and then use electronic books or articles to identify specific information from those books inside the classroom. In addition, the teacher can suggest their students to read those books/articles at home by using the internet for in-depth understanding.

Moreover, the questionnaire survey also showed, 57% of students answered that their teacher frequently uses electronic books, journals, or articles inside the classroom whereas 40% of students mentioned that their teachers use printed books, journals or articles as their teaching materials inside the classroom. Therefore, vocabulary skill is also a part of English language development. 43% of students think that by reading online English articles or journals they can improve their English vocabulary skills but 38% of students think that by reading printed English books they can learn new English words. Students can use English words in their academic writing assignments. Therefore, teachers follow various methods through which they can make their classes attractive to their students.

Bangladeshi teachers mostly follow a one-way teaching process in which students cannot get enough chances to communicate with the teacher. Competent teachers always give enough chances to their students so that they can actively participate in class discussions. The questionnaire survey shows that 46% of students think that both electronic and printed forms of books are suitable for Communicative Language Teaching methods in Bangladeshi language classrooms. 29% of students prefer printed books and 20% of students prefer electronic books as their study materials in language classrooms. One interviewee from the interview session said that it is easy to copy, paste and keep the important information from e-books, from printed books we had to write information which is very time-consuming for the students. Apart from some advantages, digital books have some disadvantages. In the following section, the researcher will explain the major disadvantages of reading electronic books. The numeric results are given in the following tables:

Table 9: Which form of study materials your teachers frequently use in classrooms?

Which form of study materials your teachers frequently use in classrooms?	Institution type		Total Number (percentage)
	Student of Private University	Student of Public University	
Electronic books, journals or articles	31	15	46 (57%)
Others	1	0	1 (3%)
Printed books, journals or articles	21	13	34 (40%)
Total	53	28	81 (100%)

Table 10: Important benefits of E-books

Which of the following is the most important benefit of E-books?	Respondents' education		Total Number (percentage)
	Postgraduate student	Undergraduate student	
Find information within a second	5	10	15 (19%)
Have interactive elements	1		1 (1%)
One device, many books	7	9	16 (20%)
Read anytime, anywhere	17	32	49 (60%)
Total	30	51	81 (100%)

Table 11: Respondent opinion on ways of learning vocabularies

Which of the following is the best way of learning vocabularies according to you?	Education		Total Number (percentage)
	Post-graduate student	Undergraduate student	
No comments	3	4	7 (9%)
Reading online English articles or journals	14	21	35 (43%)
Reading online English books	3	5	8 (10%)
Reading printed English books	10	21	31 (38%)
Total	30	51	81 (100%)

Table 12: Respondent perception on suitable forms of book for Communicative Language Teaching method in the context of Bangladesh

Which form of book is suitable for Communicative Language Teaching method in the context of Bangladesh?	Respondents' education		Total Number (percentage)
	Post graduate student	Undergraduate student	
Both	12	25	37 (46%)
E-books	9	7	16 (20%)
No comments	1	3	4 (5%)
Printed books	8	16	24 (29%)
Total	30	51	81 (100%)

Table 13: Relation between devices used while reading e-books and type of respondent institution

Which device you have used while reading e-books?	Institution type		Total Number (percentage)
	Student of Private University	Student of Public University	
Laptop	17	8	25 (31%)
Smartphone	29	19	48 (59%)
Tablet	5	1	6 (7%)
Others	2		2 (3%)
Total	53	28	81 (100%)

5.4. Disadvantages

5.4.1. Health Issues

Digital books have some merits as well as demerits which can become hurdles in students' learning process. Among the disadvantages, health problems are the main obstacle to reading electronic books. A female respondent from the interview session said that reading electronic books has always been a hassle because she has migraine issues. She also added that reading printed books is better because students can have less screen time which is good for the eyes. Another participant mentioned one disadvantage of reading electronic books is that he falls sleepy when he reads on his screen, especially his phone screen. Many students face eye-sight problems while reading digital books from a mobile screen. A female participant stated that reading books from a mobile screen is hazardous to health. She also added that watching a screen for a long time is unsuitable for the eye as the ray from the screen can seriously harm the vision of the readers. In

addition, another respondent said that printed books do not have the blue light issue that causes physical harm for the eyes and brain. When students continuously look at the smartphone or laptop screen their health affects the most. Some students suffer from back pain while sitting in front of a PC for a long time. Moreover, from the questionnaire survey, the researcher found that among 81 responses 78% of students face eye-sight problems while reading digital books and 12% of students identified less internet connection as the major drawback of reading electronic books both in formal as well as informal settings. For the reasons mentioned above, some students prefer to read printed books.

Printed books are paper-based books that the students can feel and touch easily. It cannot give any pressure on students' eyes. In the literature review section, the researcher mentioned a study that Sirahayu & Premananto (2020) did a research on the digital natives in Indonesia. 42% of Indonesian natives stated that digital books can affect students' eyes if they look at the computer screen for a long hour. For this reason, some Indonesian natives prefer printed books. Moreover, another female participant said in the interview session that looking at a screen for a long period of time is tiring and draining. It can hamper our health. For this reason, she prefers printed books because she has both eye-sight and migraine problems. In addition, another major problem that can arise while reading digital books is distraction. In the following section, the researcher will explain how digital books can distract students during their classes.

5.4.2. Distraction

Young students regularly use electronic means of communication for their academic as well as entertainment purposes. Bangladeshi teenagers use technology mostly for entertainment purposes. For instance, children play video games by using mobile phones, tablets, or laptops and also watch movies. A respondent in the interview session said that teachers sometimes give permission to use the Pdf version of books inside the classroom but some students take advantage of it. They browse Face Book at that time instead of looking at books which may break their concentration from the class lecture. It happens with those students who are not good at their studies. Students who are more interested in Facebook or messenger chatting than studies face this kind of problem. Another private university student said that devices can distract students while reading digital books. On the contrary, traditional book users do not face this problem of distraction.

The questionnaire survey shows that 47% of students prefer printed books in both formal and informal settings. Learners think that printed books can keep their concentration stuck on their studies. 37% of students prefer both but only 14% of students prefer electronic books as their classroom as well as informal study materials. The researcher included a study in the theoretical framework section that according to Raja & Nagasubramani (2018), extravagant use of online chatting hampered the English writing skills of students. Regular online chatting can break students' concentration on their studies. Therefore, we can say that teachers-students should use technological tools in a

proper way. In the following section, the researcher will discuss how the high cost of electronic devices influences students' book reading. The results are given in the following tables:

Table 14: Disadvantages of e-books

Which of the following do you think is the most important disadvantage of e-books?	Respondents' education		Total Number (percentage)
	Postgraduate student	Undergraduate student	
Back pain problem	1	2	3 (4%)
Digital illiteracy	2	0	2 (2%)
Eye-sight problem	24	39	63 (78%)
Less internet connection	3	7	10 (12%)
No comments	0	3	3 (4%)
Total	30	51	81 (100%)

Table 15: Which form of book will you prefer to read in an informal context?

Which form of book will you prefer to read in an informal contest?	Total Number (percentage)
Both	30 (37%)
Electronic books	11 (14%)
No comments	2 (2%)
Printed books	38 (47%)
Total	81 (100%)

5.4.3. Cost-Effectiveness

Printed books are less costly than electronic books because they do not require paper printing. Students from urban areas of Bangladesh read electronic books because they can afford digital devices. In the interview session, one male respondent said that he thinks urban students tend to have more mobile phones than rural students. They also tend to be more involved and proficient with mobile phones. However, nowadays, as far as he has seen, rural people in Bangladesh also have smartphones and can easily read electronic books. However, urban students are ahead in using smartphones than rural students because of their cost-effectiveness. Urban students have more advanced technological knowledge than rural students.

Another female participant does not think that urban students can read electronic books just because they can afford electronic devices. She thinks that urban students love to be on their devices more than reading a hard copy. On the contrary, in the rural areas of Bangladesh technological facilities are still low and for this reason, students can not afford electronic devices. The researcher agrees with this statement that the Bangladeshi Government is still not playing a vital role in spreading awareness of digital literacy in the rural areas of Bangladesh.

A female student also stated that the economic scenario of the students who are residing in urban areas reflects more solvency in their lifestyle. From that perspective, it can be stated that they can easily buy electronic devices. On the contrary, in rural areas

of Bangladesh, not all people are economically solvent enough to buy digital devices for English book reading purposes. Rural students mostly depend on printed books more than electronic books because if they read printed books they do not have to buy expensive digital devices. From the statements mentioned above, it can be said that economic prosperity plays a significant role in affording electronic devices for reading electronic books. At the end of the discussion, the researcher will propose some recommendations below.

5.5. Recommendations

Though Bangladeshi universities do not have enough technological facilities, the government can try its level best to improve the technological conditions in the education system. In the interview session, 30 students gave many suggestions on how digital books can be implemented inside Bangladeshi English language classrooms. Among 30 interviewed students one respondent stated that e-books can be included in the syllabi. The teacher can provide free e-books and electronic articles like Pdfs and share them on Google Drive links on BUX or on Facebook course groups. One big thing the teacher can do is they can allow students to use their phones in the classroom, as there is a no-mobile-phone policy officially for many tertiary-level classes. Since the students are at the university level, they are mature enough to be allowed to use mobile phones in class. If mobile phones are allowed, the teacher can give students the option to bring an e-book to class on their phones instead of having to carry hard copies. Many students do not bring hard copies of textbooks to the classroom as they do not buy hard copies of those textbooks. Some forget to bring heavy printed books in their bags and some do not want to carry those books in their big bags. Therefore, being allowed to use e-books in the classroom will be quite convenient for tertiary-level students.

Another female respondent mentioned two ways through which teachers not only can implement digital books but also can make their classes interactive for their students. She said that engaging students through multimedia such as showing the e-book on a projector and engaging the class by including speaking activities such as role-play, free conversation, and communication games such as differentiating between two pictures from the e-book shown in the projector. She also added another way that engages students through content that interest them for example if they love horror genre books then those type of e-book short stories can be brought into the class so that students are interested to talk about them, listening to the videos, and responding accordingly.

Apart from the interview session, the researcher also found some answers from the questionnaire survey. The researcher added one open-ended question on how digital books can be introduced inside Bangladeshi English language classrooms. One response is that through creating awareness about e-books in Bangladesh as most students do not know about digital books it can be introduced. Next, by sharing the benefits of the e-book in the classroom and teachers should use e-books in the classrooms to teach students. By following these instructions, e-books can be introduced in Bangladesh. Another participant thinks that e-books should be introduced to students at the undergraduate

level and Kindle or other types of devices should be popularized so that people can read e-books without facing any physical problems. Moreover, knowledge of copyright law is also essential for students. A copyright owner can reproduce and distribute e-books for public sale. It is imperative to know about copyright law because it helps to protect the value of an author's work. From the questionnaire survey, the researcher found that 77% of students are aware of copyright laws of books whereas only 12% of students do not know about this law. Therefore, to evaluate a writer's work we should have knowledge about copyright laws of electronic and printed books. Though teenage students use technological tools for reading, some students still prefer printed books. For this reason, the researcher thinks that teachers need to introduce digital as well as printed books as teaching materials inside the classroom. This type of learning is considered as blended learning. In the next part, the researcher concludes the discussion by drawing concluding remarks.

Table 16: Awareness of copyright laws

Are you aware of copyright laws?	Institution type		Total Number (percentage)
	Student of Private University	Student of Public University	
Maybe	5	4	9 (11%)
No	7	3	10 (12%)
Yes	41	21	62 (77%)
Total			81 (100%)

6. Conclusion

The researcher tried to fulfill the objectives of this study in light of the TPACK model. In the TPACK model, the researcher showed how teachers can use electronic means for various classroom tasks. Teachers can use technological tools to show students the selected pages of the book but this can be a cause of distraction for the students because students who are not attentive to their studies browse Facebook during the lectures instead of looking at pdf books. Using technological tools inside the classroom is good but too much use of technological tools for English book reading is not good. If teachers want to avoid this extravagant use of technology they can depend on both printed books, articles or journals as well as electronic books, articles or journals. In this way, students will not only get authentic information but also can learn how to use technological tools in reading skills. Though some students still read traditional books they also suggested the ways through which teachers can implement computer-based activities for the students inside the classroom.

From the preceding analysis, it can be summed up that, technology has been an integral part of our socio-economic survival in modern life. This study explains the reasons for using technology for reading, the reasons behind preferring electronic and printed books, analyze the utility of books during the Covid-19 period and offered some recommendations on how digital books can be implemented inside the classroom.

Although young students use technological tools for reading it has not outnumbered yet. However, the use of technological tools is yet to improve in Bangladesh. English reading techniques vary from one student to another. Teachers appreciate those English readers who can read English with proper knowledge. Skimming, scanning and note-taking these three are unknown reading techniques for Bangladeshi students. Very few students have knowledge about these techniques. This study explained that by using these three techniques learners can absorb any English text easily. Moreover, during the Covid-19 period, students faced obstacles to going outside for buying books. For this reason, most of the students depended on digital books. Moreover, the researcher also mentioned some benefits of electronic books which printed books lack. Accessibility, portability, and ease to use in language classrooms these three are the most notable advantages of using digital books. To enhance the use of technology in reading students and teachers should know how to use technological devices for English reading. On the contrary, students also face various health issues while reading digital books. The eye-sight problem, back pain problem, migraine issues, distractions during lectures and high cost are the major drawbacks of using digital books. For these issues, students prefer to use traditional books instead of electronic books.

Students suggested that teachers can include digital books as study materials in their curriculum. Teachers sometimes can allow their students to use electronic study materials if they forget to bring printed books to the class. Various communicative task-based classroom activities for instance, role-play, conversations in English and interactive games can be implemented through electronic means of communication and finally, teachers as well as students should try to spread awareness about e-books among other people. However, electronic books are convenient to carry anywhere for this reason, in the future young students may prefer to read digital books over traditional books. Though electronic and traditional books have some merits as well as demerits, both forms are useful for students for their academic as well as professional purposes in the future.

Conflict of Interest Statement

The author declares no conflicts of interest regarding the publication of this paper.

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